

**Texas Education Agency  
Standard Application System (SAS)**

<b>2014-2016 Technology Lending Program Grant</b>		
<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;">             Received              Texas Education Agency              2014 MAY 12 PM 1:49           </div>
<b>Grant period:</b>	October 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
<b>Submittal information:</b>	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:  Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

**Schedule #1—General Information**

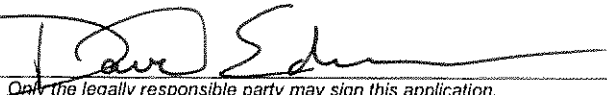
<b>Part 1: Applicant Information</b>					
Organization name	County-District #	Campus name/#	Amendment #		
Aquilla Independent School District	109-912	Aquilla School 109-912001			
Vendor ID #	ESC Region #	US Congressional District #	DUNS #		
741603839	12	TX-17	024246373		
Mailing address		City	State	ZIP Code	
404 North Richards		Aquilla	TX	76622	
<b>Primary Contact</b>					
First name	M.I.	Last name	Title		
Jana		Pratka	Director of Technology		
Telephone #	Email address		FAX #		
254-694-3770	Jana.pratka@aquillaisd.net		254-694-6237		
First name	M.I.	Last name	Title		
Andrew		Christian	Principal		
Telephone #	Email address		FAX #		
254-694-3770	Andrew.christian@aquillaisd.net		254-694-6237		

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
David		Edison	Superintendent
Telephone #	Email address		FAX #
254-694-3770	David.edison@aquillaisd.net		254-694-6237
Signature (blue ink preferred)		Date signed	


5/9/14

Only the legally responsible party may sign this application.

**701-14-107-095**

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 <sup>st</sup> year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Aquilla Independent School District (AISD) is applying for the Technology Lending Program Grant (TLPG) because the district began a limited student technology lending program funded from local funds and IMA Funds. AISD's District Technology Committee (DTC) has analyzed the impact that the district's technology program has made by examining teacher surveys, holding focus groups with students and parents, and analyzing student achievement. Although many benefits have been documented, the single most important benefit is that technology has provided Kindles to students who were reluctant readers and AISD teachers have noticed an increased interest in reading as documented by the number of books students have downloaded on the Kindles. A second benefit has been that students who have been involved in this lending program have shown an increase success rate in finishing projects and student writings assignments have increased more than 75% (*AISD Teacher Surveys*). **Development of Budget:** In the spring 2013, the Superintendent began soliciting feedback from stakeholders in the school district and the community regarding a School Improvement Plan. The DTC composed of the Superintendent, representatives from the district-level, campuses, community members, business leaders and parents developed a comprehensive community and district needs assessment. Once the TLPG grant was announced this group provided guidance and insight during the planning stages and the development of this grant application by its members serving on various committees and deciding which campuses were most in need. The budget committee, led by the District Technology Director, developed a comprehensive budget to provide: 1) technology devices that will provide access to digital content for students; 2) maintenance of equipment; 3) insurance for equipment; 4) residential Internet access. Once this tentative budget was developed, it was presented to the entire DTC for input and approval. **Demographics of campuses related to the defined goals and purposes of the grant:** AISD is located in rural central Texas with Waco, Texas being the nearest large city. According to enrollment data AISD has \_\_\_ students in the district of which approximately 148 will be enrolled in 6-12th grade during the 2014-15 school year. Over 30% of the students in the district are Hispanic. 48% of the students are defined as Economically Disadvantaged and \_\_\_% are At Risk of dropping out of high school. 10% of the population of Aquilla does not speak English at home and the medium income is \$34,271, as compared to \$51,563 for the State of Texas. Furthermore, 21% of the population lives below the poverty level. The unemployment rate for this area is 10.5% which is higher than the state at 7%. Approximately, 20% of the county's working age population do not have a high school diploma, and only 21% of the labor force had a bachelor's degree or higher as compared to 34.2% for Texas. Although these demographics look bleak, AISD has focused on the goals and purposes of the TLPG by using diverting every dollar possible to engaging students in meaningful learning supported by modern digital tools, relevant technologies, tools and resources for personalized learning 24/7. 72% of students have passed all sections of the STAAR test (77% is state average), 63% of the students have been deemed College Ready by the TEA; however, only 50% of Economically Disadvantaged students are college ready. 10% of the AHS students are enrolled in college classes. Additional technology needs to be purchased to extend learning opportunities for students at Aquilla High and Aquilla Middle School (grades 6-12) beyond the walls of the classrooms. **Who Determines Needs Assessment Process:** The District Technology Committee (DTC) composed of the Superintendent, representatives from the district-level, campuses, community members, business leaders and parents use needs assessment instruments, teacher, parent and student feedback, and the Texas STAAR Chart to determine technology integration needs in relation to the District's Strategic Goals and Objectives. Specifically, the results obtained from the DTC's survey and data are used: 1) to track and measure progress in meeting the district's strategic goals; 2) to plan the implementation of new programs or services needed to meet goals; 3) to increase the efficiency of existing programs and to adjust programs to meet current needs; 4) to obtain feedback from all key stakeholders regarding needs. **Management Plan:** The DTC recognizes that the effective administration and management of this program requires strong leadership skills, management experience, academic training and an understanding of disadvantaged communities. Given these essential characteristics, aptitudes and abilities, *the TLP district* administration will be provided by the TLPG Project Director (20%). This position provides the overall technology integration leadership for the district. This consistently, high-quality management on a

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the

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requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

day-by-day basis will be done by the Technology Director who will serve as the Project Director for this grant.

**Program Evaluation:** Ongoing monitoring and continuous improvement will be ensured by the Project Director through the involvement of all stakeholders (campus principal, technology coordinators, curriculum coordinator and librarian) teachers, project staff, students and parents utilizing their experiences and suggestions to improve the effectiveness of the TLPG. In particular, the Project Director will utilize formal validated evaluation instruments to assess the following indicators: (1) To what extent are the activities of the proposed program being implemented as planned? (2) Are the objectives of the proposed program being met and leading towards Target Tech Status (STaR Chart)? (3) To what degree has the TLPG stimulated systemic changes in the teachers' and students' knowledge, skills, and practice as it relates to the STaR Chart and utilizing technology to improve the quality of education and academics? (4) To what degree has this 24/7 technology integration impacted student academic performance and achievement? (5) To what extent are online assessment tools effective in assisting teachers and students to gauge their own progress? (6) To what degree has the professional learning of administrators and principals motivated systemic alterations to practices as relates to teacher, student and parent support towards integration of technology? (7) To what extent has parent participation increased? This information will be collected on-going by the Project Director and reported monthly to the DTC. In addition, quarterly the DTC will meet to discuss evaluation report results, lessons learned, challenges, accomplishments, and to incorporate any improvements to the design, delivery and content, of the program. The overall evaluation will be a multiple operation framework that will present and clarify, as appropriate, data outcomes to produce a comprehensive evaluation. Quantitative and qualitative methodologies will be used in data collection and analysis to determine which continuous improvement mechanisms will be implemented, if needed. **Statutory Requirements:** Texas Education Code 32.201 authorizes the Texas Education Agency to implement the Technology Lending Program Grant. AISD has completely and accurately answered the requirements in the application. 1) AISD has described how it will use funds to enhance AISD's technology lending program that loans AISD's students equipment necessary to access and use electronic instructional materials. 2) AISD has purchased lending equipment through Instructional Materials Allotment and local funds for the last two years and has addressed in the TLPG application how the equipment from all funding sources has been and will continue to be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology devices [TEC 32.201(b) (1-2)]. **TEA Requirements:** AISD has addressed the eleven (11) TEA Program Requirements in the TLPG in a thorough manner. AISD has described how the program aligns with AISD's existing mission and goals; how campuses were prioritized; how the program aligns with the current curriculum and policies; the electronic instructional materials in one or more foundation curriculum subjects in one or more grade levels; a description of professional development for teachers in the use of electronic materials that has already occurred; a description of the adequate district infrastructure; description of providing for Internet access to homes of students as needed; AISD's adequate technical support; the description of the check-out and check-in process; how AISD accounts for the technology lending equipment; and the development and implementation of a Technology Lending Agreement signed by parents or guardians of students and by the student addressing the responsible use and care of the equipment. **Commitment to Goals of TLPG:** There is a huge commitment to the goals of the TLPG as evidence by AISD's limited technology lending project and the fact that in local funds have been dedicated to the project. 100% technology immersion has been a goal for AISD for over 5 years and the district's technology goals align perfectly with the TLPG Project – 24/7 technology access for all students. The district simply has not had the funds to implement the level of technology immersion that the staff, students and community want. Grant activities and funding is coordinated with state technology funds, Title III, State Comp Ed, Migrant, ESL, Rider 55 and e-rate funds. E-Rate pays 90% of all land and cell phone bills (local and long distance), T-1 bills, maintenance on the network hardware and internet access bills. Any additional staff development will paid through local funds.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 109-912				Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32						
Grant period: October 1, 2014, to August 31, 2016				Fund code: 410		
<b>Budget Summary</b>						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$898	\$	\$898	
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$	
Schedule #10	Other Operating Costs (6400)	6400	\$48,000	\$	\$48,000	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	
Total direct costs:			\$	\$0	\$	
2.205% indirect costs (see note):			N/A	\$1,102	\$1,102	
Grand total of budgeted costs (add all entries in each column):			<b>\$48,898</b>	<b>\$1,102</b>	<b>\$50,000</b>	
<b>Administrative Cost Calculation</b>						
Enter the total grant amount requested:					\$50,000	
Percentage limit on administrative costs established for the program (15%):					× .15	
Multiply and round down to the nearest whole dollar. Enter the result.						
This is the maximum amount allowable for administrative costs, including indirect costs:					\$7,500	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1	Hot Spot technology to check out to parents for Internet Connectivity at home (license)	<input type="checkbox"/>	\$898
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$898

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service:		
1	<b>Contractor's Cost Breakdown of Service to Be Provided</b>	
	Contractor's payroll costs	# of positions:
	Contractor's subgrants, subcontracts, subcontracted services	
	Contractor's supplies and materials	
	Contractor's other operating costs	
	Contractor's capital outlay (allowable for subgrants only)	

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Total budget: \$

**Schedule #8—Professional and Contracted Services (6200)**

County-District Number or Vendor ID: 109-912

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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**Schedule #8—Professional and Contracted Services (6200)**

County-District Number or Vendor ID: 109-912		Amendment number (for amendments only):	
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$898	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:			
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$898	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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On this date:

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By TEA staff person:

**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 109-912					Amendment number (for amendments only):	
<b>Expense Item Description</b>						
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					<b>Grant Amount Budgeted</b>
	<input type="checkbox"/> Print shop fees	<input type="checkbox"/> Technology-related supplies			\$	
	<input type="checkbox"/> Postage	<input type="checkbox"/> Other:				
	<input type="checkbox"/> Copy paper	<input type="checkbox"/> Other:				
<b>Technology Hardware—Not Capitalized</b>						
6399	<b>#</b>	<b>Type</b>	<b>Purpose</b>	<b>Quantity</b>	<b>Unit Cost</b>	<b>Grant Amount Budgeted</b>
	1				\$	\$
	2				\$	
	3				\$	
	4				\$	
	5				\$	
6399	Technology software—Not capitalized					\$
6399	Supplies and materials associated with advisory council or committee					\$
Subtotal supplies and materials requiring specific approval:					\$	
Remaining 6300—Supplies and materials that do not require specific approval:					\$	
<b>Grand total:</b>					<b>\$0</b>	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 109-912		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$
6490	Indemnification compensation for loss or damage		\$
6490	Advisory council/committee travel or other expenses		\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$
Remaining 6400—Other operating costs that do not require specific approval:			\$
<b>Grand total:</b>			<b>\$0</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #11—Capital Outlay (6600/15XX)**

County-District Number or Vendor ID: 109-912			Amendment number (for amendments only):		
<b>15XX is only for use by charter schools sponsored by a nonprofit organization.</b>					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	
<b>66XX/15XX—Technology hardware, capitalized</b>					
2	Mobile Tablets	192	\$250	\$48,000	
3			\$	\$	
4			\$	\$	
5			\$	\$	
6			\$	\$	
7			\$	\$	
8			\$	\$	
9			\$	\$	
10			\$	\$	
11			\$	\$	
<b>66XX/15XX—Technology software, capitalized</b>					
12			\$	\$	
13			\$	\$	
14			\$	\$	
15			\$	\$	
16			\$	\$	
17			\$	\$	
18			\$	\$	
<b>66XX/15XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	
20			\$	\$	
21			\$	\$	
22			\$	\$	
23			\$	\$	
24			\$	\$	
25			\$	\$	
26			\$	\$	
27			\$	\$	
28			\$	\$	
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>					
29				\$	
<b>Grand total:</b>				<b>\$48,000</b>	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total enrollment: 276**

Category	Number	Percentage	Category	Percentage
African American	5	N/A	Attendance rate	98.6%
Hispanic	35	N/A	Annual dropout rate (Gr 9-12)	1.1%
White	162	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	0	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	97	48%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	7	2.4%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	3	1%	Average ACT score (number value, not a percentage)	N/A

**Comments**

**Part 2: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public					18	20	18	24	26	17	14	22	22	21	202
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>					18	20	18	24	26	17	14	22	22	21	202

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AISD continuously solicits feedback from its stakeholders as to the needs of the district in an organized and comprehensive manner. In order to ensure buy-in from all stakeholders the DTC is composed of the composed of the Superintendent, representatives from the district-level, campuses, community members, business leaders and parents. This needs assessment process systematically reviews current practices, processes, and systems within AISD as well as examines and analyzes the state of current student achievement, and set goals for student achievement. The DTC is organized into committees with each focused on gathering and analyzing data. The committees determine which data should be collected to provide the most information regarding the strengths and needs of the district. The needs assessment became the tool that guided meaningful district and campus planning.

**Process to identify and prioritize the needs of the campuses:**

A School Profile at each campus was created by collecting baseline or comparison data across multiple years to identify patterns, trends, strengths, and the needs of each campus. A full scan of each campus' technology environment provided information to be collected and analyzed for the needs assessment via the following activities:

- Individual and group interviews with the principal, assistant principal, counselor, teachers, parents and students (when age appropriate) regarding technology integration
- Pre-assessment survey feedback from stakeholders that included teachers, parents, and students
- The number of students who have access to a technology devices at their campus
- The percent of economically disadvantaged students at each campus who have access to technology devices
- STAAR test scores and TPRI scores as well as benchmark assessments (aggregate for subgroups, dropout rates, student mobility, attendance rates, and graduation rates)
- Technology instruction issues were examined, including alignment with TEKS and STAAR
- Professional development needs of teachers were examined to determine teacher readiness for devices
- Ratio of technology devices to students needing devices on each campus

The DTC performed a "GAP" Analysis to check the actual performance of students against the TEA Phase-In standards. Another committee determined the current state of technology skills, knowledge, and abilities of teachers and staff members as well as organizational goals of teachers. By using multiple data sources to compare data, priority needs emerged. These priority needs assisted the DTC to make informed decisions that ensure that all students meet challenging academic standards, meet district and campus goals, and are prepared for post secondary education.

- The "Gap" Analysis produced a large list of needs for staff training and development, organizational development, and student interventions. Next, the committee determined if the needs were real, if they were worth addressing, and their importance and urgency was detailed.
- Causes for student performance problems were identified based on reoccurring trends.
- Growth opportunities for staff were identified based on interviews with staff, surveys, and data collection
- The recommendations from the DTC committees were communicated to the entire DTC and the task of prioritizing the needs was done by the entire DTC over numerous meetings.
- It was determined that the students at Aquilla High School and Aquilla Middle School (grades 6-12) would benefit most from the TLPG. A timeline that included the description of the general prioritized steps and activities to be implemented were developed and disseminated to the campuses.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	There is a need to provide AISD students at the 6 <sup>th</sup> -12 <sup>th</sup> grade level with mobile tablets so that these students will have access 24/7	Student mobile devices will allowed teachers to differentiate both in terms of how they teach and how the students are expected to demonstrate their learning
2.	There is a need for students to acquire a range of skills to express themselves not only through paper and pencil, but through audio, video, animation, design software as well as a host of new environments (e-mail, Web sites, message boards, blogs, streaming media, etc.).	Increased access to the latest technology will provide students with the devices they need to develop skills in technology audio, video, animation, software design and other technology environments that lead to higher paying jobs.
3.	There is a need for teachers to increase flexible teaching methods and curriculum materials that can reach diverse learners and improve student access to the general education curriculum, including learners with disabilities and English Language Learners.	Individual technology devices allow teachers the ability to presenting information to students in multiple formats and multiple media. Students with disabilities and ELL students now have multiple ways to express and demonstrate what they have learned thus providing multiple entry points to engage student interest.
4.	There is a need for teachers' assignments to become differentiated and individualized through the use of adaptive technology on a daily basis	The individual technology devices for students provides teachers the ability to work individually and collectively to examine outcomes-based achievement data, formative assessment measures of student performance, and students' work products, and to develop strategies for improvement based on this data. Technology makes this data become meaningful to teachers so they can use the data for accelerated learning for students.
5.	There is a need to increase parental involvement at grades 6-12 for all groups of students.	The Technology Lending Program has the ability to focus parents' attention on communicating with teachers by e-mail, voice messages, web sites, and blogs all used to communicate with parents. Student information systems that parents can access to see their child's attendance, grades, missing assignments will increase parental involvement. A Parent Personal Learning Network will share resources with parents and connect them to other parents who can help them. The AISD website will have information, resources, and links for parents.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	TLPG Technology Director	Bachelor's Degree in Education or education related field; at least five years experience in technology integration of mobile devices and curriculum; supervisory experience of medium teams; experience in fiscal/budget management, and data reporting.
2.	Campus Technology Coordinators	Each campus has teachers who have been trained to troubleshoot & assist classroom teachers with technical issues in their classrooms. Bachelor's Degree in Education or education related field; at least three years experience of teaching experience; attended technology integration of mobile devices training offered by district
3.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase access to digital courses, tools, and support services to increase academic performance in core subjects through wireless laptops	1. Project Director will meet with staff to explain the project, expectations, procedures & timelines	10/1/2014	10/31/2014
		2. Purchase laptop computers & Hot Spots for residential Internet Connectivity	10/8/2014	11/3/2014
		3. The DTC will establish a checkout & in procedure	10/6/2014	11/3/2014
		4. Issue laptops to students hold orientation	11/10/2014	11/21/2014
		5. Project Director will continuously monitor project	10/1/2014	8/31/2016
2.	100% of teachers at in grades 6-12 will utilize digital textbooks and other digital materials in course content	1. Technology Integration Specialists will visit classrooms to assist teachers with digital textbooks	11/10/2014	8/31/2016
		2. Core content teachers will work in PLCs to address digital textbook issues/concerns	11/10/2014	8/31/2016
		3. Teachers will work in PLCs to develop strategies for other online instructional materials	11/10/2014	8/31/2016
3.	STAAR scores will increase by 10% for econ dis and learning disabled students	1. Monitor Econ Disadvantaged & learning disabled students' progress	11/10/2014	8/31/2016
		2. Hold after school technology parent workshops	11/10/2014	8/31/2016
		3. Hold tutorials for students needing assistance	11/10/2014	8/31/2016
4.	The number of eligible EC students who have Internet access at their residence will increase	1. Publicize all facilities in Aquilla and surrounding communities that provide free wifi	10/8/2014	11/3/2014
		2. Hold Thursday Study Nights so students can use school district Wifi connections	11/10/2014	11/21/2014
		3. Work with families on a case-by-case basis to provide Internet home access	5/10/2014	8/31/2016
5.	Parent involvement will increase by 20% for parents 6-12 <sup>th</sup> grade students	1. Hold after school technology parent workshops	10/8/2014	11/3/2014
		2. Communicate with parents through emails; blogs, websites	11/10/2014	8/31/2016
		3. Survey parents to gather information	5/10/2014	8/31/2016

**Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing monitoring and continuous improvement will be ensured by the Project Director through the involvement of all stakeholders, partners, collaborators, administrators (superintendent, technology coordinator, campus principal, librarian and counselor), teachers, project staff, students and parents utilizing their experiences and suggestions to improve the effectiveness of the proposed **TLP**. In particular, the Project Director, in coordination with the District Technology Committee will utilize evaluation instruments in to assess the following indicators: (1) to what extent are the activities of the proposed program being implemented as planned? (2) Are the objectives of the proposed program being met? (3) What is the quality and responsiveness of the digital textbooks, tools, and resources to meet the needs of the participants? (4) to what degree has the proposed program stimulated systemic changes in the teacher knowledge, skills, and practice as it relates to utilizing technology to improve the quality of education; (5) to what degree has this behavior impacted student achievement? (6) to what extent are online assessment tools effective in assisting teachers and students to gauge their own progress? and (8) to what extent has parent participation increased. Information will be collected on-going by the Project Director and reported monthly to project staff. In addition, monthly the District Technology Committee will meet to discuss evaluation report results, lessons learned, challenges, accomplishments, and to incorporate any improvements to the design, delivery, content, and performance measures of the program. The overall evaluation will be a multiple operation framework that will present and clarify, as appropriate, data outcomes to produce a comprehensive evaluation. Quantitative and qualitative methodologies will be used in data collection and analysis, based on which continuous improvement mechanisms will be implemented.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For the last several years AISD has been on a journey to immerse the students and teachers in technology by providing all teachers and as many students as possible a wireless mobile computing device to ensure on-demand technology access at home and at school. Students in grades 6-12 currently have a limited technology immersion project funded through local funds which are similar to the TLGP. The lending program has begun by loaning Kindles to students who are enrolled in dual credit courses through the local college and to Limited English Language students. These devices were used at school and at home. In addition, both campuses provide students with computer labs. Both campuses currently have a computer labs, provide all teachers with laptops. To prepare teachers for a increased student technology lending program, training has already been done on productivity, communication and presentation software. A plan for ongoing technical and pedagogical support has already been developed.

AISD will continue to coordinate efforts to maximize effectiveness of grant funds by using the extensive staff development that has previously been done and AISD will continue to coordinate Gear Up Grant Funds, IMA funds, and local funds.

Over the last several years, each AISD staff members have attended over 40 hours of technology training designed to assist staff in integrating technology effectively into classroom instruction. Implementing an effective Technology Lending Program (TLP) as part of a well-designed technology plan requires support and buy-in from all stakeholders including school administrators and leaders at the district as well as the campus level. By participating in the TLP, administrators at both the district and campus level have agreed and committed to AISD **by signing a Letter of Commitment** stating that administrators including at the district level administrator and the principal will commit to the project's success.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Number of students who received a wireless mobile computing device through TLP	1.	Laptop check-in/check-out log
		2.	Increased EOC scores
		3.	Increase in the number of students using digital textbooks
2.	10% increase in courses and/or classrooms using digital content in lieu of textbooks	1.	Laptop check-in/check-out log
		2.	Increased EOC scores
		3.	Increase in the number of students using digital textbooks
3.	Percentage of students who have mastered grade-appropriate technical applications TEKS (STaR Chart TL5)	1.	Campus STaR Chart results increase from 3 to 4
		2.	Increased enrollment in STEM courses
		3.	Increase in student attendance rate by 1%
4.	10% increase in electronic communication between parents and teachers/administrators as evidence by email	1.	Reports of website visits
		2.	Reports of user login
		3.	Parent involvement report
5.	Increase STaR Chart from Developing Tech to Target Tech	1.	Campus STaR Chart Report for 2014-15 (from 21 to 22-total)
		2.	Increase TL3 (most students apply technology across all subject areas) from a 3 to a 4
		3.	Increase the number of digital courses by 10% (TL4)

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The processes for collecting data included in the evaluation design is an ongoing process and began with AISD developing a Needs Assessment Summary and Improvement Plan as part of the DTC). It is our goal to conduct the needs assessment to identify strengths, needs and priority areas of focus but extend beyond reviewing student achievement data to assessing the needs of the entire campus. The DTC has worked together to identify specific goals for grades 6-12 based on Texas Academic Performance Report (TAPR.). Only \_\_\_% of 2011 AHS graduates enrolled in college. **Over half** of the students at AHS were enrolled in remediation courses their first year at an Institute of Higher Education. **21%** of 9<sup>th</sup> graders will need Accelerated Instruction in reading and math and over half of the minority students in the district will need acceleration in reading and math. In grades 6-8 students did not meet the state average in reading and 6<sup>th</sup> & 7<sup>th</sup> graders did not the state average in mathematics ((TAPR). The following data is collected at the campus level: 1) pre-post tests; 2) standardized open-ended interview/surveys of teachers and administrators; 3) classroom observations by principal, MT, Mentors; 4) professional development surveys (after each session and self-assessment of educator (annually); and 5) percentage of participating students who achieve significant gains on an assessments); 6) number of students with improved performance in assessments; 7) percentage of participating 3-8<sup>th</sup> grade students who meet or exceed proficiency on the STAAR in the areas of reading and writing (2011-2013) and 9-11 End of Course Exams. Any problems uncovered with project delivery will be identified and corrected through the Root Cause Analysis method. As a part of goal identification, the campus is able to identify the number and names of students they need to help reach proficiency. Root-cause analysis assists the campuses in identifying all possible interactions that could be contributing to the area of concern. This data will be used to inform decisions and improve implementation of the program by: 1) Analyzing data at different levels: all personnel will receive training through the program in accurately interpreting data and utilizing data to inform instructional decisions for each child. 2) Extensive professional development: data collection and analysis will be conducted. 3) Teacher Effectiveness: Principals and administrators will collect and monitor teacher performance data through Eduphoria and teacher observations from multiple evaluators. With access to clear progress data and reports, administrators will be able to identify improvement targets and personalize professional development to help teachers deliver instruction that promotes increased achievement among all students in their classes. This will directly impact accountability for the program because administrators will have the information and time needed to create differentiated professional development plans for teachers to ensure that they have all the support they need.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grades 6-12 have a limited established technology lending program that has been funded through **local funds** for the last 2 years (**8 points**). With the 2014-16 TLPG each student at school and at home will be immersed in technology by being provided the chance to check out mobile tablets. TLPG funds will purchase 200 mobile tablet devices so that students in grades 6-12 will have an established one-to-one technology lending program. In addition, students in grades 3-5 will have access to 52 mobile tablets that they will be able to check out on an as-needed basis. Students in grades 6-12 will be totally immersed in a 24/7 individualized technology-lending program. These devices will move through the grades as students move toward graduation. Using lessons learned from AISD's limited technology immersion project, a timeline for technology integration has been established and will be fully implemented and will offer a rigorous curriculum by October 1, 2014. The same policies and procedures for the TLGP will be implemented at both campuses (**4 points**). AISD's TLGP 2014-16 loan program will be implemented in the middle and high school program in the following manner:

1) Beginning in August 2014, AISD the Technology Director and teacher technology coordinators will deliver professional development in integrating technology into teaching, learning, and the curriculum for teachers new to the campus or district. Professional development grounded in sound learning theory and emphasizing technology integration into the teaching and learning process allows educators to visualize, internalize and create technology-enhanced learning environments. 99% of the teaching staff has already attended more than 40 hours per teacher from training ranging from Apple Out of Box training to technology integration workshops (both in small groups and individually) to Exploring Apps and Apple Challenge Based Learning. 2) Each core teacher currently has a laptop computer; however, students will receive their device by November, 2014. The wireless mobile computing device allows teachers and students to have on-demand access to teaching and learning tools regardless of location. 3) By January 2015, productivity, communication, and presentation software including word processing, spreadsheet, presentation, Internet browsing and e-mail software will allow teachers and students to use technology as a tool for learning, communication and expression. 4) Students will have access to digital textbooks with the new adoption of mathematics and science. Currently grades 6-12 use electronic instructional materials in all foundation curriculum subject areas (ELA, mathematics, science and social studies). Digital resources such as Study Island, Discover Education streaming, Think Through Math, and IStation will provide engaged, relevant, and personalized learning. Interacting with these resources allows students to build new knowledge and visualize difficult-to-understand concepts (**2 points**). 5) Online formative assessment tool such as Eduphoria and Accelerated Reading software provide teachers and students a means for informed learning by delivering instant, meaningful data about proficiency. During staff development teachers have already learned to integrate online formative assessment into their daily teaching practice and will learn how to utilize this data-driven decision making to support instruction. Teachers have also been trained to customize instruction and implement appropriate intervention strategies based on this data. 6). Campus-based ongoing technical support is critical to the comfort level of teachers and students as they embark on technology immersion and sustain the effort over time will be available over the project timeline. "One stop" technical support for all components of the technology immersion package beyond campus support is critical for teachers to fully immerse students in a technology-integrated classroom. The immersion of technology will transform the learning environment to allow students daily access to technology to become more self-determined learners through the acquisition of information and communication skills, thinking and problem solving skills, and interpersonal and self-directional skills.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

**Statutory Requirement 2:** If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Equipment Currently Available:** Aquilla ISD began a limited but effective student technology lending program through local funds with a goal of providing a mobile device to high school student enrolled in a dual college class and English Language Learners. During this time additional technology has been purchased through local funds and in an effort to make sure that AISD students have the most up-to-date technology available.

Currently AISD has provided all content teachers with laptop computers. Students have access to labs for credit recovery, accelerated learning and students can earn endorsements through the lab. For example, the district cannot afford to hire a teacher to teach Forensic Science; however, that course is taught in lab. Additionally, there are other labs available for students for writing and mathematics. The technology lending program is currently composed of 25 Kindles that are available to students enrolled in dual credit courses and for students who need to do research at home.

As mentioned, all core teachers have mobile tablets and mobile devices (Kindles) are available to all students for checkout.

Since IMA funds can be used to adopt electronic instructional materials as a means of transforming learning this can only be realized if all students have access to personal technology devices and the Internet out the school. The DTC has recommended to the IMA committee that a large percentage of the funds be used to purchase digital textbooks such as mathematics and science. Technology Lending Program funds would purchase digital devices that will be available for loan for students in grades 6-12. Local funds will purchase the additional devices so that all students will have access to technology on a personal and individual basis. The combination of IMA funds, grant funds, and local funds will be used in a cohesive manner to support the 1:1 initiative for students in grades 6-12. Therefore, two campuses will participate in the Technology Lending Program Grant and two campuses have an established technology lending program at Aquilla ISD.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

**TEA Program Requirement 1:** Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In deciding whether to apply for the TLGP, the DTC first examined the existing mission statement as well as the goals of the district to make sure that the two aligned. AISD's mission of preparing graduates for productive citizenship and life-long success and the district's goals of *"graduates will be academically prepared to complete a post-secondary educational program or enter the workforce in a highly skilled occupation and the district will increase educational delivery systems through the use of technology"* aligned perfectly with the intent of the TLGP program. The DTC also examined the Aquilla ISD Technology Plan (on file with TEA) and the campus STaR Charts. The technology plan specifically supports the broader provision of digital access to content as well as human resources, and these goals align well with the district plan and the Technology Application TEKS proficiency. AISD's technology plan emphasizes the vital importance of learners using technology to make curriculum connections inside and outside the traditional classroom. The TLGP concentrates on providing 24/7 access to students to technology as well as instructional materials-technological lesson extension activities relating to core content areas. By expanding student and teacher access to TEKS-aligned curriculum content as well as emphasizing instructional tasks which require the creation of new synthesized knowledge products, students can be better engaged to realize high levels of student achievement. It is evident through the district and technology plans for the district that AISD recognizes that we are living in a rapidly changing, advanced technological society and it is the district's responsibility to support all staff and prepare all students with the technology skills necessary to be a successful, life-long learner.

- Each student will be competent in using information technology to be a successful, life-long learner.
- Information technology will be incorporated broadly into curricula and instructional practices to improve the educational program for all students.
- All school community learners, students and staff, will have access to information technology & support.
- Setting Technology goals, monitoring and evaluating our Technology plan on an ongoing basis is vital to our success.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

**TEA Program Requirement 2:** Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

District stakeholders from the DTC (teachers, student, parents, community members and administrators) prioritized data to determine the campus with the greatest need for the lending program. First, the DTC examined campus, subject area and grade levels needs by looking at a campus technology profile for each campus that was submitted to the DTC. This campus technology profile addressed the following areas: 1) detailed individual student access to personal technology devices that are currently available at the campus; 2) the prior staff development and training of the teachers at the campus; 3) access to digital programming from TEA and the district; 4) AEIS information such as dropout rates, attendance, and college readiness; 5) Campus STaR Chart information to determine campus commitment to technology integration. Campus representatives were asked to rank their need for this project at their campus on a scale of 0-5, with 0 being "no need" and 5 being "extreme need". Next, the DTC researched the current literature and found compelling research stating that high school is a critical point in a student's life and graduation launches the journey of pursuing higher education goals and future career paths, determining the course his or her life will take. If an interest for STEM-related curricula has not materialized by the time a student completes high school, the odds are high that they never will. Finally the DTC decided that MES had the largest population of Limited English Proficient (LEP) and At-Risk students and research points out that these students' achievement has increased due to the individualization that technology can accomplish. After analyzing all the data, the DTC determined that students in 6-12<sup>th</sup> grades have the greatest need for a technology lending program. Currently there are 148 students in grades 9-12. AISD will purchase 192 tablets, and Hot Spots through **TLPF Funds**. This will allow for students to have access to a technology lending program as well as providing an updated individual tablet to 6-12<sup>th</sup> grade for anywhere/anytime access and learning. Furthermore, by integrating technology and digital tools into the curricula will create classrooms and environments that spur student interest, especially in STEM areas. A large percentage of the students at both campuses (47%) are economically disadvantaged and according to student and parent surveys, 50% of these economically disadvantaged students do not have computers at home. These students have limited opportunities to access technology once they are away from the school. Therefore, a project management system to efficiently check out and check in mobile devices will be developed through AISD's Technology Department that will expand access to technology for students who are economically disadvantaged, at risk for not graduating high school, and students with disabilities. Equitable access of technology for these students will be monitored by the Director for Technology and reported regularly at DTC meetings. AISD will work with parents and students on a case-by-case basis to determine the best way to provide students with home access.

**Residential Access:** As AISD administrators and technology staff were initially investigating the student lending program, the concern for providing Internet access to homes of students was a concern. Knowing that there is a population of students that live in the extreme rural areas of the school district, the DTC extensively investigated Internet access to students' homes by surveying parents and students as well as input from community and staff members. There is a population of students who live on rural area farms and ranches or around the lake area of the community. The only Internet-provider in these areas, according to DTC's research, is national satellite providers or in some cases an Internet provider who requires home phone service in order to have Internet access. AISD's plan to handle this situation by using TLPF funds to purchase Hot Spot technology and students can check out and take home. This will provide students with Internet connectivity. Because the number of Hot Spots purchased will be limited, AISD will make a concerted effort to publicize all facilities in Aquilla and surrounding communities that provide free wifi access. The city of Aquilla is only 71.6 square miles and the nearest City Library is 13 miles away. This is currently being done through brochures, on the school website, at parent meetings, and signs displayed around the town and community. AISD also works with area churches who provide sessions such as Thursday Study Nights so students can have a safe environment to use their mobile devices and receive tutoring assistance from community members. If a student does not have Internet access, AISD will work directly with the student and their parents on a case-by-case basis to determine the best way to provide the student with home access.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

**TEA Program Requirement 3:** Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TLPG aligns perfectly with the current curriculum, instruction, and classroom management policies on the campuses at AISD. At the beginning of the TLPG, AISD's District Improvement Team developed a local curriculum framework. This committee was composed of administrators, teachers and school staff, parents, students (when appropriate), and community members with members of the District Technology Committee (DTC) on the district committee. The goal of the committee was to develop a standards-based curriculum that would increase student learning and promote higher student achievement. During 2012-13 AISD has revised the curriculum to embrace project based learning strategies as well as methods for ongoing, authentic assessment. The purpose of the curriculum redesign was to utilize one-to-one technology to expand opportunities for students and teachers. The curriculum redesign integrated the use of technology as a regular part of daily classroom instruction and aligned the Texas Essential Knowledge and Skills (TEKS) so that students will be engaged in project-based, collaborative activities through software tools such as online learning environments and learning management systems as well as a Wikis. Technology tools are consistently used by teachers and students not only to access and consume information, but to permit students to create, communicate, and collaborate with others as they create a digital portfolio of online work that represents their knowledge, skills, abilities, and dispositions. The revised curriculum provided course pacing so individual students may work as quickly or as slowly as they need. Some students work independently; others need to work directly with the teacher. Through collaboration and coaching from the technology specialists, our students have become more self-directed, independent learners. Where instruction previously was primarily didactic and textbook focused, instruction has become more interactive with students taking a more engaged, pro-active role in their learning. Effective teaching for all students is supported by access to a wide range of relevant, high-quality educational content. Furthermore, appropriate tools, such as online learning environments and learning management systems, has enable teachers and students to access, manage, use, create, and distribute content easily and efficiently. The effective use of well-designed digital content across a broad range of learning activities has been integrated into the curriculum redesign for the purpose of student engagement and student learning outcomes. Technology integration by teachers has been encouraged and sustained as evidenced by administrator expectations during teacher evaluations and walk-throughs as well as an increase in STAAR scores.

Although classroom management policies have been revised to include student management of digital devices, the 425 Discipline Action Data Report from PEIMS documents that referrals outside the classroom for discipline actions has decreased by 1% since 2012. Using technology involves students in the learning process so students become active in the learning process instead of passive listeners. Project based learning is a creative process and using technology has reduced discipline problems and has allowed students to take ownership of their work. Since our students are empowered to find their own answers, the learning process becomes much more interesting. Technology allows opportunities for multimedia and interactivity that are impossible with more traditional instructional techniques. Administrators also have found that classroom technology provides greater opportunities for differentiation for students and are conducive to individual students' learning styles. AISD administrators and evaluations from previous grant projects have shown that these factors have aided in the reduction of student discipline referrals.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

**TEA Program Requirement 4:** Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Aquilla ISD is in the process of adopting and will be using digital content during the timeframe of this grant and beyond for the following grade levels and foundation subject areas:

Grades 6-8	Grades 9-12
Digital Mathematics Textbooks; Think Through Math	Digital Mathematics Textbooks
Digital ELA Textbooks; STAR Math	Think Through Math; Digital ELA Textbooks
Think Through Math	Study Island
iStation	

Minutes from the IMA meetings as well as documentation from the Textbook Division of TEA document that AISD has adopted the digital textbooks mentioned above.

The DTC examined school improvement efforts of the last decade and concluded that the narrow, piecemeal attempts made in the past to improve AISD schools lacked the fundamental supportive cultures and conditions necessary for achieving significant gains in teaching and learning. Too often teachers worked in their own isolated classrooms, struggling with the needs of challenging students, lacking the productive interaction with colleagues, and were often overwhelmed with the implementation of electronic instructional materials into the instructional curriculum.

Even after 2 years of staff development and training, AISD has pockets of teachers (some new to the district) that remain ill-prepared and lack the skills to challenge students by offering high-quality intellectual learning tasks through electronic instructional materials. To address these issues, AISD has created an online professional learning community (PLC) composed of teachers and students. The online PLC enables educators to improve their use of electronic instructional materials and strategies and learn to become more effective in interacting meaningfully with students through the electronic instructional environment.

In addition, the PLCs have engaged teachers at all grade levels to collectively seek new ways of applying knowledge to their work. The collegial relationships that resulted already has produced solutions to problems associated with teaching digital content and accessing electronic instructional materials. Central to the PLC, has been the use of **Project SHARE**, an electronic database that is used by teachers to create online learning modules. This online database allows educators across the state to integrate and upload rich and powerful online original sources (video, text, graphics, audio, and images) into school curriculum and lessons. These electronic resources are indexed according to topic area and against TEKS and STAAR outcomes and national content standards. Educators will be able to access the resources via the search engines associated and the other digital curriculums. In addition to providing links to online resources, archives of presentations and videos, links to blogs and podcasts are available. The blogs are course specific as well as topic focused, developed for educators to share ideas about lessons and programming for students in online classrooms. The online PLC houses important reports, links to journals, digital curriculum and lesson plans, example of effective teaching strategies using digital content, implementation ideas and challenges, lessons learned, and salient access data, and aggregated student performance data.

In addition, communications technology such as emails, videoconferencing, and the online learning platforms have provide promising opportunities for collaborative learning environments for teachers in which they can: 1) reflect on practice with colleagues and experts; 2) share expertise in a distributed knowledge framework, and 3) build a common understanding of new instructional approaches, standards, and curriculum associated with online learning environments.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

**TEA Program Requirement 5:** Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The staffs have been fortunate enough to be part of extensive staff development and training since the summer of 2012. Staff Development records and logs indicate that the staffs have attended over 40 hours of training each. Each year since 2012 staff has attended more than 5 days of training designed to progress through a series of stages as they move from an accommodation phase of technology (using technology tools to primarily replicate existing instructional practices) to the transformative phases of integration (where creative uses of technology are pursued that enable instructional interactions not possible without them.) Our professional development has utilized both large group, small group and one-to-one instructional formats to provide learning opportunities differentiated to meet the needs of teachers with varying curricular interests, needs and digital literacy. AISD has concentrated on Technology Infused Learning – combining technology and emerging models of teaching and learning to transform education. There has been a strong emphasis on numeracy, literacy, special education and pedagogy that leverages digital resources in the classroom. Workshops have provided a hands-on approach to the use of specific software and digital tools that support and align classroom teaching and learning to state standards. Staff has been trained on how to: 1) develop and implement technology-integrated project-based lesson plans and classroom activities; 2) explore methods for integrating a variety of media and technologies to meet the needs of all learners; 3) learn how to deliver media directly to students and to assess learning and academic performance. Other workshops 1) train them to engage students in thinking critically about media; 2) explore how visual learning tools help students retain a better understanding of concepts and demonstrate knowledge; 3) incorporate images, photos, video segments, sounds and web links into and 4) create investigations to engage students in collaborative learning. The training is focused on the idea that students will be able to take advantage of websites, podcasts, apps, audiobooks, and other resources to help answer guiding questions and develop solutions. Recently digital training has centered around iTunes U which provides students instant access to some of the world's best thinking — including lectures, videos, and articles from hundreds of distinguished universities, libraries, museums, and news organizations.

**TEA Program Requirement 6:** Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Analysis of the STaR Chart (Developing Tech) reveal that teachers and administrators are ready to continue the technology initiative. Each of these campuses has a robust infrastructure in place. Procedures for replacement and for repositioning equipment have been established. Computer hardware is typically repositioned every 3 years while older hardware is discarded every 6 years. A varied staff development program is on-going. All classrooms on these two campuses are equipped with Internet (wireless). Local funds have been designated to technology infrastructure in 2012. All switches are 10/100/1000. The entire campus has direct fiber connection to the main MDR closet which consists of two 24 port and three 48 port Cisco managed network switches with four 24 port HP Procurve unmanaged switches; one DHCP server, one DNS server, and one content filter (Smoothwall). Internet comes into our MDF via a high bandwidth (30 mb) wireless WAN connection to EdLink12 through SkyBeam. Specifically, each building on campus has direct fiber connection to the MDF. Connected to the MDF are three intermediate distribution frames (IDF) from the buildings, each with a 24 port managed Cisco switch.

Additionally there are six Aruba (Dell) wireless access points spread throughout the campus. The elementary and secondary wings of the main building each have one access point, the administrative office area of the main building has one access point, as do the library and The multipurpose building. The gymnasium area has one access point in the athletic office area. Each IDF is a single mode homerun back to the MDF. All access points connect back to the MDF through each building's managed Cisco switch. All access points are cloud-based managed and operate at both 2.4 ghz and 5 ghz bands to improve performance.

**Schedule #17—Responses to TEA Program Requirements (cont.)****For TEA Use Only**

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County-district number or vendor ID: 109-912

Amendment # (for amendments only):

**TEA Program Requirement 7:** Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As AISD administrators and technology staff were initially investigating the TLP, the concern for providing Internet access to homes of students was a concern. Knowing that there is a population of students that live in rural areas of the school district, the DTC extensively investigated Internet access to students' homes by surveying parents and students as well as input from community and staff members. There are places in the City of Aquilla where Internet access is always available for students in the city. However, some students live several miles from the city and do not have transportation to city. According to parent and student surveys, 50% of homes have Internet access. There is a population of students who live on rural area farms and ranches or around the lake area of the community. The only Internet-provider in these areas, according to the DTC's research, is national satellite providers or in some cases an Internet provider who requires home phone service in order to have Internet Access. AISD's plan to handle this situation is two-folded. First, TLP funds will purchase Hot Spots to check out to students and families so they will have Internet Connectivity. However, since funds are limited, AISD has been and will continue to be a concerted effort to publicize all facilities in Aquilla and surrounding communities that provide free wifi access. This is currently being done through brochures, on the school website, at parent meetings, and signs displayed around the town and community. AISD also works with area churches who provide sessions such as Thursday Study Nights so students can have a safe environment to use their mobile devices and receive tutoring assistance from community members. If a student does not have Internet access, AISD will work directly with the student and their parents on a case-by-case basis to determine the best way to provide the student with home access. The district is fully aware that it may need to contract with a 3G/4G data provider in order for the mobile devices to access the Internet while the student is home.

**TEA Program Requirement 8:** Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Aquilla ISD's DTC understands that campus-based technical support will only advance the effective use of technology for teaching and learning. The lead technical support for the campus will be the Technology Director who will also serve as the Project Director for the Technology Lending Program grant.

District Technology Director (TD) - (1 FTE) The primary responsibility of the Technology Director is to work with all aspects of the AISD technology program and provide technical assistance for teachers and students. The TD performs on-site technical work to install, maintain, and support computer equipment and software applications. In addition, the PD will be available for teachers and staff to respond to work order requests by diagnosing and repairing computer hardware and provide training and software support as directed. The TD continuously works with individuals and small groups of teachers and administrators to bridge the gap between professional development and implementation. The Technology Director has scheduled times called IR days (Instructional Resource) days. These days are designed to assess and work with each group of teachers to analyze technology integration challenges and barriers. The TD will plan and schedules several integration professional development activities every month. The TD will facilitate technology integration immersion workshops during the summer. A Teachers Academy will be designed so the TD can work with groups of teachers to design and rewrite existing lessons to embed technology tools into their instruction.

Campus Computer Technician – Regular classroom teachers at each campus are part of the Technology Team and have been trained to assist teachers and other staff with technology issues as they arise. These teachers will provide technical assistance for teachers and students on an "as time allows" basis. AISD believes that direct integration support is what is needed to have a successful Technology Lending Program.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

**TEA Program Requirement 9:** Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Program grant will be administered using non-grant funds. The TLPG Project Director will oversee the implementation of the grant. The Project Director will be responsible for purchasing mobile devices and accessories and insuring the equipment. The Assistant Project Director along with the campus Librarian at each campus will be responsible for accounting for all equipment, installing software, and organizing the "Equipment Roll Out".

Equipment will be purchased as soon as possible after the grant award and will be distributed to students during an "Orientation." The Project Director will lead the mandatory "Orientation" for parents and students. Parents and students must sign the Technology Protection plan and a Student Pledge documents before the equipment can be issued.

Each student will have their own tablet to be used for 24/7 access, classroom teachers will not have coordinate computer check-in or check-out. Students will retain their original mobile devices each year while they are enrolled in the district. The campus librarian will collect student tablets at the end of the year for maintenance, cleaning, and software installation. Equipment intended for use at school each day and for students to take home. In addition to teacher expectations for equipment use, school messages, announcements, calendars and schedules may be accessed using the devices. Students will bring their laptop/tablets to all classes, unless specifically instructed not to do so by their teacher. However, there are a few instances where students will have to check-in and check-out their mobile devices on a daily basis. A very small percentage of students (less than 1%) have parents who do not wish for the student to bring their laptops/tablets home after school hours. These parents have personally visited with the administration and completed the necessary paperwork. These students visit the library each morning prior to the beginning of school and check out their laptop/tablets and return the laptop/tablet at the end of the day. Also, a very small percentage of students (less than .05%) have broken their issued laptop/tablet more than one time. If it is deemed that these students are being irresponsible with the equipment, they are required to check in and check out the equipment on a daily basis. Electronic mobile devices will be loaned to students on a rotating basis. Students who are involved in project-based activities will have first priority to check-out the mobile devices for a duration of time determined by the classroom teacher. Also, students that are in need of accelerated instruction will be placed on a rotating list check-out the mobile devices.

The procedures for maintenance of the technology lending equipment are outlined in the district Technology User policy. Students are responsible for the general care of the laptop/tablet they have been issued. The user policy provides students and parents with guidelines for taking care of the equipment which is listed as 1) Taking Care of Your Laptop; 2) Carrying Laptops; 3) Screen Care for Your mobile device. Tablets that are broken or fail to work properly must be taken to the technology department located at the library. Loaner tablets may be issued to students when they leave their laptops for repair.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 109-912

Amendment # (for amendments only):

**TEA Program Requirement 10:** Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to Aquilla ISD Board Policy (CMB Legal) the District conducts an annual physical inventory of all currently adopted instructional materials that have been requisitioned by and delivered to the District. The results of the inventory shall be recorded in the District's files. Reimbursement and/or replacement shall be made for all instructional materials determined to be lost. 19 TAC 66.107(a). The accounting of the technology lending equipment will be entered into the Follett Asset Management System – Destiny Suite, AISD's centralized asset management that typically accounts for all equipment in the district. Once the equipment is ordered and received, the Assistant Technology Director will assign a tracking number to each piece of equipment through a barcode system. The asset management system keeps a record of all AISD technology equipment. The system also holds details of service schedules, maintenance records, and other information needed on each piece of equipment. AISD believes that this is an efficient and effective way to keep track of when equipment need to be replaced, fixed, or maintained. In addition, it can be extremely valuable in case of an emergency. AISD provides and will continue to provide insurance for technology equipment including all mobile devices on loan to students. AISD also understands that these grant funds cannot be used to replace lost, stolen, or damaged equipment.

**TEA Program Requirement 11:** Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the application process of the Technology Lending Program Grant, the District Technology Committee re-examined the existing Student Acceptable Use Policy (AUP) to determine how a *Technology Lending Agreement* could be incorporated in the current AUP as well as in the Parent Mobile Device Handbook. Since AISD has had a limited loan program initiative, AISD documents already address responsible use and care of mobile devices and equipment loaned to students as well as the district digital resources and responsible use of the Internet. Parents or guardians of the students and the student must sign the AUP and return it to school before any equipment is issued. Members of the DTC agree that the *Technology Lending Agreement* for 9<sup>th</sup> graders will be slightly different and will specifically address the fact that this equipment was purchased through the TLPG.

Implementation of the Technology Lending Agreement will be seamless. Mobile devices will be purchased as soon as possible after the grant award and will be distributed to students during an "Orientation." This is a process that some students are already familiar with. The TLPG Project Director will lead the mandatory "Orientation" for parents and students. The AUP and the Technology Lending Agreement will be explained in detail to parents in both English and Spanish. Parents and students must sign the Acceptable Use Policy as well as the addendum for the Technology Lending Agreement before the laptop can be issued.

As a result of a federal mandate, Aquilla ISD requires their staff and students to certify that they have learned about CyberSafety and Digital Citizenship. Both Cybersafety and Digital Citizenship are important performance indicators in the Technology Applications TEKS (TA:TEKS), No Child Left Behind (NCLB) and the International Society for Technology in Education (ISTE) National Education Technology Standards for Students, Teachers, and Administrators. The mission of the Digital Citizenship initiative is to promote cyber-awareness and education for all AISD students and staff. A curriculum has been carefully selected to prepare students to become responsible digital citizens. All students at AISD are required to watch the curriculum via video and participate in class discussion. At the conclusion of each module, teachers are expected to post comments in the Discussion Forum.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: